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REGIONAL MEETINGS FOR DEPARTMENT CHAIRMEN.

BY- CRABB, ALFRED L., JR., ED.

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THE FIRST REGIONAL MEETINGS SPONSORED BY THE KENTUCKY COUNCIL OF TEACHERS OF ENGLISH (KCTE) FOR APPROXIMATELY 85 HIGH SCHOOL ENGLISH DEPARTMENT CHAIRMEN WERE HELD IN HOPKINSVILLE AND LEXINGTON IN NOVEMBER, 1967. PARTICIPANTS RECEIVED COPIES OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE) RECOMMENDATIONS FOR HIGH SCHOOL DEPARTMENTS OF ENGLISH AND HEARD ADDRESSES BY DR. WILLIAM EVANS OF SOUTHERN ILLINOIS UNIVERSITY AND DR. J.N. HOOK OF THE UNIVERSITY OF ILLINOIS. WORKSHOP SESSIONS FOLLOWING THE ADDRESSES YIELDED NUMEROUS RECOMMENDATIONS FOR CONSIDERATION AND ACTION AT LOCAL AND STATE LEVELS. AMONG RECOMMENDATIONS PROPOSED WERE (1) THE DISTRIBUTION TO SCHOOL SYSTEMS OF A RESOLUTION THAT THE POSITION OF DEPARTMENT CHAIRMAN BE ESTABLISHED AND THAT ITS ROLE BE FORMALLY OUTLINED, (2) THE FORMATION OF A COMMITTEE TO FORMULATE A STATEMENT ON THE WORKING RELATIONSHIP BETWEEN ENGLISH DEPARTMENTS AND SCHOOL LIBRARIANS, (3) THE PREPARATION OF A FORMAL STATEMENT DESCRIBING THE RELATIONSHIP BETWEEN THE SCHOOLS AND THEIR COOPERATING TEACHERS, AND THE COLLEGES AND THEIR STUDENT TEACHERS, AND (4) THE ACTIVE INVOLVEMENT OF NEW TEACHERS IN DEPARTMENT ACTIVITIES. (APPENDICES CONTAIN A POLICY STATEMENT ON THE DEPARTMENT CHAIRMAN'S ROLE, A KCTE RESOLUTION ON ADOPTION OF NON-HARDCOVER TEXTUAL MATERIALS, AND AN NCTE RESOLUTION COMMENDING STATE AND LOCAL SUPPORT FOR THE "STUDENT'S FREEDOM TO READ.") (THIS ARTICLE APPEARED IN "KENTUCKY ENGLISH BULLETIN," VOL. 17 (1967-68), 29-34.) (RD)

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REGIONAL MEETINGS FOR DEPARTMENT CHAIRMEN

Two meetings for high school English department chairmen were sponsored by the KCTE in early November, one in Hopkinsville on November 4 for department chairmen from high schools in the western part of the state, and the other in Lexington on November 10 for central and eastern department chairmen. These meetings, in addition to their professional importance, signal a new strength in KCTE activities. For the first time, regional meetings have been held, and the response indicated that more such meetings will be held in the future, enabling a wider participation by teachers in KCTE activities.

Approximately 85 department chairmen participated in the two meetings, which were the first of their kind in Kentucky. The participants were given copies of the recommendations extracted from the NCTE publications, *High School Departments of English: Their Organization, Administration, and Supervision* (NCTE, 508 South Sixth Street, Champaign, Illinois, $2) as a source of key issues. Hopkinsville participants heard Dr. William Evans of Southern Illinois University in their first general session, and Lexington participants heard Dr. J. N. Hook of the University of Illinois at their opening general session. These speeches and recommendations generated lively discussions in the workshop sessions, and a number of recommendations for action were presented in the final general session at each meeting. Some of these recommendations will call for action at the local level, and some will require broader considera-

* These books may be ordered from the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

tion and possible action on the state level through the KCTE or other state agencies. Some of the recommendations are given below.

A. Recognizing that the role of the English department chairman is established by cooperative action with the principal, it was recommended that a resolution be prepared to distribute to school systems that the position of department chairman be established, and that his role be formally outlined. (For an example of an established department chairman policy statement, see Appendix I, p. 32.)

B. A committee should be established to draw up a statement on the working relationship which should exist between English departments and school librarians.

C. A formal statement should be drawn up on the working relationship between schools and critic teachers on one hand, and colleges and student teachers on the other.

D. An annotated list of tests which might normally be chosen for use in English classes should be prepared, showing what they cover, and what validity the results may have.

E. A committee should be established to study the textbook law and practice in Kentucky. This committee should prepare recommendations for action which might make it possible to choose and use textbooks in ways not now permitted. Especially called to the committee's attention are the following:

1. Experimentation. When an experimental program would be stronger through the use of special textbook adoptions, this should be made not only possible but normal.

2. Paperbacks. The use of paperback books in the classroom should be encouraged in any instance when it strengthens the program within the limits set by the curriculum guide. (See Appendix II, p. 33.)

3. Selection methods. The use made of textbooks in elementary school varies widely from the use made in high school; consequently, textbook selection law should recognize these differences. (In connection with this recommendation, see also Appendix III, p. 34.)

F. Guidelines on textbook selection should be drawn up under the sponsorship of the KCTE, and distributed to all members in adoption years. Within each school, the selections should be made by the teachers acting jointly, under the coordination of the department chairman.

G. The KCTE should build and maintain a list of speakers and resource persons who can be of value to English departments for in-service programs or for professional aid on departmental problems.

H. New teachers should be involved in departmental activities; they should report on professional books, participate in curriculum discussions, serve on committees, be consulted on textbook selection, and be invited to visit classes of other teachers.

I. Planning should be done in cooperation with principals. School administrative officers should know the opinions of department members on decisions affecting the department; department members should also know the position and the philosophy of the administrators before decisions are made.

J. Cooperation with other departments should be encouraged. All teachers of other subjects should be considered as part-time English teachers, and should be encouraged to assume appropriate responsibilities. English teachers should offer cooperation to other teachers in coordination of assignments, or in discussion of writing problems in connection with term papers or reports for other classes:

1. Released time and/or remuneration for professional subject matter meetings on regional, state, and national levels.
2. Planning of in-service programs on English subjects, by English teachers, for the English department.
3. Hiring full-time English teachers instead of several part-time teachers.
4. Encouraging professional activities, visitation, etc., by permitting other teachers to cover classes during their free periods.
5. Involvement of all teachers in curriculum planning.

These recommendations have been selected from the many reported by the recorders in the various workshop sessions. They and the chairmen of the workshops were responsible for the remarkable ground-breaking represented in part by the recommendations above. Through their leadership they have pointed the way for important changes yet to come. Their names are listed below.

Hopkinsville

Workshop I.	Mrs. Nell Lile, Chairman Mary Hart Finley, Recorder
Workshop II.	Mrs. Geneva Wallace, Chairman Mrs. Ruth Carpenter, Recorder

Lexington

Workshop I.	Mrs. Grover Jones, Chairman Mrs. Julian Beard, Recorder
Workshop II.	Mrs. Dorothy Garrett, Chairman Mrs. JoAnne Sellier, Recorder
Workshop III.	Mrs. Katherine Lawrence, Chairman Mrs. Patricia Scully, Recorder

APPENDIX I

(Editor's note: The following policy statement concerning department chairmen seems an important initial step for school systems to take. It is printed here as an example which others may wish to follow or to modify. The Jefferson County school system has graciously consented to this use; our immediate thanks go to Mr. Hugh Cassell, KCTE Vice President, who made it available.)

TO—High School Principals and Teachers

FROM—O. M. Lassiter, Assistant Superintendent for Supervision and Curriculum

SUBJECT—General Policies Regarding Department Chairman

General policies relative to department chairmen resulted from a study made two years ago. A number of comparable school systems were surveyed, and discussions were held with high school supervisors and staff members in the Department of Instruction. The thinking of these groups was then presented to the principals for reaction and comments.

Department Chairmen

Qualifications

The chairman should have these qualities: success as a teacher (career teacher), good working relationship with others, good professional attitude, ability to plan and organize, interest in the department, and good leadership ability.

Selection

The chairman will be chosen by the principal in consultation with the teachers in the department. This is a professional responsibility and careful electing should result. The supervisor will be available for counsel.

Tenure

The chairman will serve for a period of two years. Reelection is possible. Automatic rotation among the department teachers is discouraged.

Responsibilities—local school

1. In cooperation with the principal, provides leadership and coordinates the work of the department
2. Consults with the principal on problems in the department
3. Assists in preparation of the department budget and in requisitioning materials

4. Acts as a liaison agent between department and administration
5. Helps new teachers with problems of materials, records, and reports
6. Evaluates the department program
7. Assists the principal in curriculum development
8. Is responsible for orienting new teachers
9. Performs such other duties as may be assigned by the principal.

Responsibilities—System-wide

1. Represents the department in system-wide meetings to develop programs, procedures, and policies
2. Informs the principal of system-wide programs, procedures, and policies related to the department and assists in their implementation

Teaching Load

The chairman will teach five (5) periods per day.

Extra Pay

Chairmen will be paid according to the following schedule and *payment will be made at the end of the school year.*

0 - 3 teachers in department	.....
4 - 7 teachers in department	$100.00 per year
8 or more teachers in department	$200.00 per year

APPENDIX II

KCTE Conference on the Role of the High School English Department Chairman

Lexington, Kentucky, November 10, 1967

The second section of Discussion Group II which met in the ballroom of Alumni House offer the following resolution to the Executive Committee for consideration, revision, and possible transmittal to the appropriate state authorities:

Be it resolved that present regulations governing the selection of textbooks be reexamined to permit the use of materials as adopted texts which are not bound between hard covers. The trend toward providing for individual differences and the wide practice of studying in depth some literary selections and other aspects of the language arts program demand greater variety of materials and flexibility in their use. It is imperative that English

departments avail themselves of the wealth of well-executed materials now offered by publishers in a variety of formats, including paperbound books, kits, and programmed materials. Specifically, it is recommended that the way be cleared to use as adopted texts at least in grades 9 through 12 some of the materials now available in paperback as well as hardcover and in other formats.

—Mildred A. Dougherty
Louisville Public Schools

APPENDIX III

(Editor's note: The following resolution, closely related to one of the concerns expressed in the KCTE meetings for department chairmen, was passed in the meeting of the Board of Directors, NCTE, Honolulu, November 23.)

Resolution II

BACKGROUND: One of the major rights in a democratic, pluralistic society is freedom to read. The English teacher can best accomplish his goal of developing an informed, literate citizenry, concerned with human values, if the student's right to read is supported by governmental and professional agencies. Be it therefore

RESOLVED, That the National Council of Teachers of English commend those states and large school districts which have abandoned limited, centralized textbook adoptions in favor of delegating this responsibility to local committees, thus encouraging wider use of the many excellent textbooks now available. Be it further

RESOLVED, That the National Council of Teachers of English commend those state and local educational agencies which support the professional judgment of the school English department when self-appointed censors attempt to restrict the student's freedom to read. Be it further

RESOLVED, That the National Council of Teachers of English commend those states and cities which have exempted books used in schools from sales tax, and in so doing have kept economic barriers from restricting the student's freedom to read.